

# REPORT CARD GUIDE 2017-18

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PRELIMINARY - SECURE REPORT - NOT FOR PUBLIC RELEASE August 3rd, 2018

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

**Example Elementary**  
Pine Village | Public - All Students  
School Report Card | 2017-18 | Summary

**Overall Score**

82.6  
★★★★★  
Exceeds Expectations

**Overall Accountability Ratings**

Rating	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

**School Information**

Grades	PK-5
School Type	Elementary School
Enrollment	385
Percent Open Enrollment	3.6%

**Race/Ethnicity**

American Indian or Alaskan Native	0.5%
Asian	8.6%
Black or African American	5.7%
Hispanic/Latino	4.9%
Native Hawaiian or Other Pacific Islander	0.0%
White	76.4%
Two or More Races	3.9%

**Student Groups**

Students with Disabilities	15.1%
Economically Disadvantaged	16.6%
English Learners	5.2%

Priority Areas	School Score	Max Score	K-5 State	K-5 Max
<b>Student Achievement</b>	86.6/100	68.3/100		
English Language Arts (ELA) Achievement	40.5/50	34.2/50		
Mathematics Achievement	46.1/50	34.2/50		
<b>School Growth</b>	84.0/100	66.0/100		
English Language Arts (ELA) Growth	34.0/50	33.0/50		
Mathematics Growth	50.0/50	33.0/50		
<b>Closing Gaps</b>	67.0/100	66.2/100		
English Language Arts (ELA) Achievement Gaps	30.0/50	34.5/50		
Mathematics Achievement Gaps	37.0/50	31.7/50		
Graduation Rate Gaps	NA/NA	NA/NA		
<b>On-Track and Postsecondary Readiness</b>	92.5/100	89.0/100		
Graduation Rate	NA/NA	NA/NA		
Attendance Rate	76.5/80	75.4/80		
3rd Grade English Language Arts (ELA) Achievement	16.0/20	13.6/20		
8th Grade Mathematics Achievement	NA/NA	NA/NA		

**Priority Area Weights**

Priority Area	Percentage Weight
Student Achievement	37.3%
School Growth	12.7%
Closing Gaps	25%
On-Track and Postsecondary Readiness	25%

Note: For details about how weights are determined, see weighting calculator: [https://oea-dpi.shinyapps.io/overall\\_weighting\\_calculator/](https://oea-dpi.shinyapps.io/overall_weighting_calculator/)

**Student Engagement Indicators**

Indicator	Total Deductions: 0
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

**2017-18 Test Participation Rates**  
Includes Forward Exam (grades 3-8), ACT (grade 11), and Dynamic Learning Maps (grades 3-8 and 11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	98.2	98.0	98.2	98.0
Lowest: Students with Disabilities	90.7	90.7	90.7	90.7

\*Note: Outlier score fluctuation is noted by \* when any school or district report card has a 10-point or greater change (up or down) in both Overall Score and Growth Score. This amount of change may or may not be reflective of actual school/district performance. DPI encourages review of other priority area scores in the detailed report card for a better understanding of school performance. Details: <http://dpi.wi.gov/accountability/report-cards>

Wisconsin Department of Public Instruction | [dpi.wi.gov](http://dpi.wi.gov)  
Report cards for different types of schools or districts should not be directly compared.

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### NOTE ON VISUALS

Graphics from prior years will be used in this document until the 2017-18 report cards are final at which time the graphics will be updated to reflect the current year.

# REPORT CARD GUIDE 2017-18

## INTRODUCTION

### BACKGROUND

The Department of Public Instruction (DPI) first released [Accountability Report Cards](#) for districts and schools in Fall 2012, based on the 2011-12 school year, and has done so every year since (with exception of the 2014-15 school year, as required).

Report cards are produced for all public schools and districts in Wisconsin and for any private school accessing public school funding through the [Choice Programs](#).

### PURPOSE

Accountability Report Cards evaluate how well Wisconsin schools and districts are doing. This information helps parents, educators and the public hold schools accountable for successfully educating and preparing all students. The overall goal of Wisconsin’s accountability system is to help identify areas of strength to build upon and deepen, as well as to pinpoint areas needing improvement so that all students graduate from high school ready for their next step. The report cards also fulfill a variety of state and federal reporting requirements.

To learn more about the state accountability system, including the differences between state and federal accountability in Wisconsin, please visit: <https://dpi.wi.gov/accountability>.

### AUDIENCES

The report cards are the face of our state accountability system that honors the complex work of schools and focuses on ensuring all Wisconsin students graduate ready for college and career. The report cards were designed with a two-fold purpose: 1) publicly reporting how our schools and districts are performing and 2) providing data to schools on specific areas of strength and areas in need of improvement. As such, the system is designed to be both informative and useful to multiple audiences.

The report cards are designed to provide the public with vital information about their local school, and to give districts and schools constructive information to use in data-informed improvement processes.



# REPORT CARD GUIDE 2017-18

# INTRODUCTION

## OVERVIEW – REPORT CARD SYSTEM

The report cards summarize student performance and student engagement for each school and district, and assign an Accountability Rating and Score. A variety of measures across four Priority Areas—*Student Achievement, Growth, Closing Gaps,* and *On-Track to Graduation & Postsecondary Readiness*—are considered, ensuring that schools are accountable for graduating students ready for postsecondary success. The report cards, aiming to reflect a balanced view of performance, incorporate indicators that measure student outcomes from a number of perspectives into an accountability index. The accountability index refers to the entire set of calculations used to produce the scores and ratings.

The accountability index consists of two major parts. The first major part, and the core of the report card system, is the set of four Priority Areas—*Student Achievement, Growth, Closing Gaps,* and *On-Track and Postsecondary Readiness*—each of which is scored on a 0 to 100 scale. These scores are combined using a weighting scheme that produces a weighted average Priority Area Score.

The second part of the accountability index is a pair of Student Engagement Indicators – measuring chronic absenteeism and dropout rate – each with a numeric statewide goal for expected performance. Failure to meet a student engagement goal results in a deduction from the weighted average priority area score. If a school or district meets all of the Student Engagement Indicators, its weighted average priority areas score becomes its overall accountability score. If a school fails to meet any student engagement goals, then its overall score is the weighted average priority areas score minus the applicable deductions. The resulting final overall score and rating with corresponding color and stars are prominently featured on the front page of the report card.

## OVERVIEW – REPORT CARD DATA

The report cards contain data on each of the Priority Areas and Student Engagement Indicators, shown here on the front page, as well as multiple pages of supplemental information. These data include assessment results, but also attendance, chronic absenteeism, graduation, and dropout rates. The supplemental information includes score breakdowns by subgroup and across years. These additional data are presented in the report cards as supplementary performance information to highlight trends and can be used to deepen analysis of subgroup, grade level, school, and system performance. Supplemental data are not scored; they are presented for information and to help provide meaningful context to readers.

Each report card tells a story – and readers can think of it as a book. Key to understanding the report card itself and the progress of any school is looking at the data beyond the front page, which is only a summary. Making use of all the supplemental data contained in the detailed report card leads to better interpretation and allows for more appropriate action-planning. Used in combination with other school and district data, the report cards provide a foundation for continuous improvement planning.

PRELIMINARY - SECURE REPORT - NOT FOR PUBLIC RELEASE August 3rd, 2018

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Example Elementary  
Pine Village | Public - All Students  
School Report Card | 2017-18 | Summary

**Overall Score**

82.6  
Exceeds Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

**School Information**

Grades	PK-5
School Type	Elementary School
Enrollment	385
Percent Open Enrollment	3.6%

**Race/Ethnicity**

American Indian or Alaskan Native	0.5%
Asian	8.6%
Black or African American	5.7%
Hispanic/Latino	4.9%
Native Hawaiian or Other Pacific Islander	0.0%
White	76.4%
Two or More Races	3.9%

**Student Groups**

Students with Disabilities	15.1%
Economically Disadvantaged	16.6%
English Learners	5.2%

Priority Areas	School Score	Max Score	K-5 State	K-5 Max
<b>Student Achievement</b>	<b>86.6/100</b>	<b>68.3/100</b>		
English Language Arts (ELA) Achievement	40.5/50		34.2/50	
Mathematics Achievement	46.1/50		34.2/50	
<b>School Growth</b>	<b>84.0/100</b>	<b>66.0/100</b>		
English Language Arts (ELA) Growth	34.0/50		33.0/50	
Mathematics Growth	50.0/50		33.0/50	
<b>Closing Gaps</b>	<b>67.0/100</b>	<b>66.2/100</b>		
English Language Arts (ELA) Achievement Gaps	30.0/50		34.5/50	
Mathematics Achievement Gaps	37.0/50		31.7/50	
Graduation Rate Gaps	NA/NA		NA/NA	
<b>On-Track and Postsecondary Readiness</b>	<b>92.5/100</b>	<b>89.0/100</b>		
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	76.5/80		75.4/80	
3rd Grade English Language Arts (ELA) Achievement	16.0/20		13.6/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	

**Priority Area Weights**

Priority Area	Percentage Weight
Student Achievement	37.3%
School Growth	12.7%
Closing Gaps	25%
On-Track and Postsecondary Readiness	25%

Note: For details about how weights are determined, see weighting calculator: [https://osa-dpi.shinyapps.io/overall\\_weighting\\_calculator/](https://osa-dpi.shinyapps.io/overall_weighting_calculator/)

**Student Engagement Indicators**

Indicator	Total Deductions: 0
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

**2017-18 Test Participation Rates**

Includes Forward Exam (grades 3-6), ACT (grade 11), and Dynamic Learning Maps (grades 3-6 and 11)

Group	ELA 1- Year	ELA 3- Year	Math 1- Year	Math 3- Year
All-Students Rate	98.2	98.0	98.2	98.0
Lowest: Students with Disabilities	90.7	90.7	90.7	90.7

\*Note: Outlier score fluctuation is noted by ^ when any school or district report card has a 10-point or greater change (up or down) in both Overall Score and Growth Score. This amount of change may or may not be reflective of actual school/district performance. DPI encourages review of other priority area scores in the detailed report card for a better understanding of school performance. Details: <http://dpi.wi.gov/accountability/report-cards>

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# REPORT CARD GUIDE 2017-18

## SUMMARY PAGE

### ACCOUNTABILITY SCORES

The front page of the Accountability Report Cards is a summary. The figure to the right shows the layout of the school report card with an example school.

**On the top left**, first note the overall accountability score on a 0 to 100 scale and its associated Accountability Rating along with corresponding color and stars (out of five). This score is based on priority area scores and any applicable deductions from the Student Engagement Indicators.

**On the top right**, scores are provided for the four Priority Areas, along with a comparison column showing the state average for the grade span most similar to the school. [Please see page 6 of this guide for more information on the state comparison.] Each priority area has a score on a 0-100 scale. Each of the component within a priority area are scored and displayed. In Student Achievement and School Growth the two components – ELA and mathematics – are both worth 50 points. Note that in the Closing Gaps and On-Track priority areas, however, that the maximum points for each component differs based on data availability.

- In the example here, the school is PK-5 so it doesn't have a graduation score nor an 8<sup>th</sup> grade mathematics score. As a result, the On-Track priority area is comprised of 80 possible points for attendance and 20 possible points for 3<sup>rd</sup> grade ELA results.

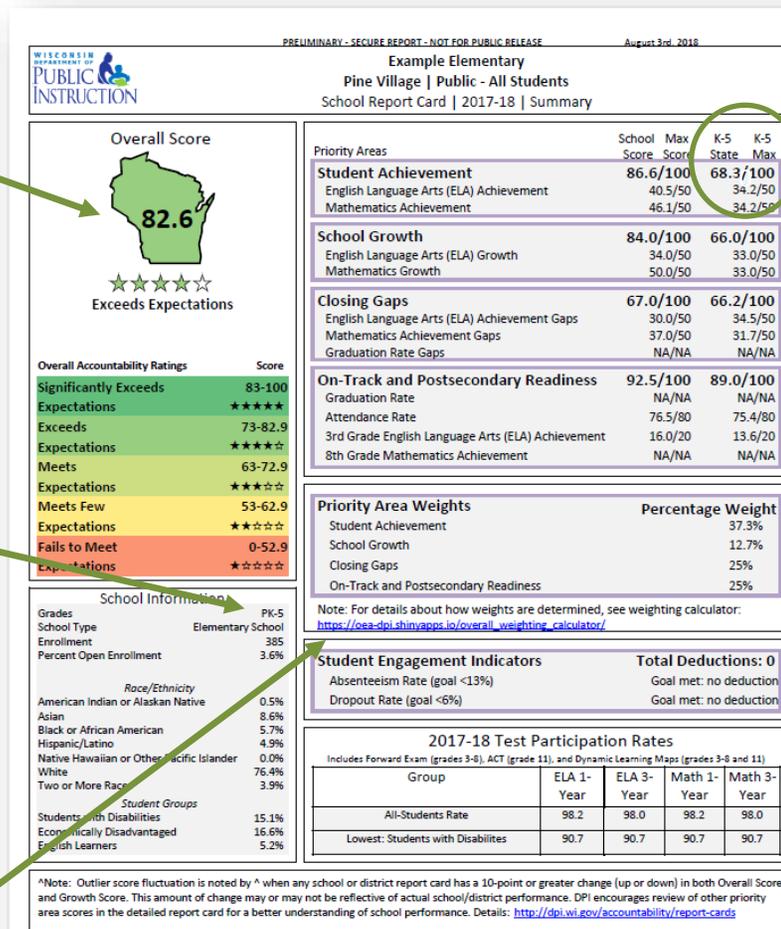
**On the bottom right**, deduction information for the two Student Engagement Indicators, Absenteeism Rate and Dropout Rate, is provided.

### ACCOUNTABILITY WEIGHTING

Below the priority area scores is a box displaying the weighting used when calculating overall accountability scores. When a school/district has data in all four priority areas, the weighting for Student Achievement and Growth varies depending on the percent of economically disadvantaged (ECD) students in the school; the weighting for Closing Gaps and On-Track have equal weight (25%).

- In the example here, the most weight (37.3%) is placed on the school's Student Achievement score; the least weight is placed on School Growth (12.7%) and equal weight for the Closing Gaps (25%) and On-Track (25%) priority areas.

A link to an online weighting calculator is provided beneath the box. [Please see page 7 of this guide for further information on report card weighting.]



### GOOD TO KNOW

Readers interested in the technical specifications behind each calculation are encouraged to review the *2017-18 Technical Guide*, which provides complete details and walkthrough worksheets for the report card calculations and scoring methodologies.

# REPORT CARD GUIDE 2017-18

## SUMMARY PAGE

### SCHOOL INFORMATION

Basic school demographics are provided in the bottom left box. These descriptive data, including the grade span, student demographics, enrollment count, and percent of students who were open-enrolled, provide local context to the school's report card.

The District Report Card shows the within-district student mobility rate. The Private School – All Students Report Card also includes a Percent Choice field, which indicates the percent of students in the school who participated in the Choice program.

The percent economically disadvantaged (ECD) affects variable weighting (see page 7 of this guide for details).

### TEST PARTICIPATION

Below that box are the 1-year and 3-year test participation rates for the school/district. The whole school rate (All Students) and the lowest subgroup(s) rates are displayed. Test Participation is no longer a Student Engagement Indicator, but test participation rates are provided in the bottom right box and as supplemental information on the last page of the report cards.

### UNDERSTANDING INFORMATIONAL BOXES

A variety of data are included on the front page to situate scores, relative to state averages, and relative to the school/district's own population. Aside from the variable weighting based on ECD rates, these informational data are not part of the accountability calculations. Rather, they provide additional information which can help with report interpretation.

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# REPORT CARD GUIDE 2017-18

## SUMMARY PAGE

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Wisconsin Department of Public Instruction | [dpi.wi.gov](http://dpi.wi.gov)

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### UNDERSTANDING STATE COMPARISONS

The school report card includes a column on the front page that provides a state comparison for each school. Comparisons are based on one of six broad grade bands: K-5, K-8, K-12, 6-8, 6-12, and 9-12. Schools are assigned to the most appropriate grade band for comparison. The district report card includes a statewide comparison based on just one of two grade bands based on whether it graduates students: K-12 or K-8.

In the example here, the school has Grades PK-5, so the K-5 grade span is displayed in the state comparison column.

These state comparisons can be loosely thought of as averages for each type of school. These comparative data are shown only to provide context; they do not factor into a school's accountability score or rating.

The comparison scores given for a grade band treat all Wisconsin students within those grades as if they were one giant school; data for these statewide sets of students are used to calculate the comparison scores. This includes public school students, Choice students, and private school students in schools that have opted in to receiving a Private School – All Students Report Card. Every priority area and component that applies to a particular grade band is shown for the statewide comparison score, even if the school itself does not have a score for it.

Comparison scores are provided with denominators. In some situations, the school score may have a different denominator than the state comparison due to data availability and the lack of a Priority Area score. For example, a school score of 31.2 in ELA Achievement Gaps may seem better than a state comparison of 15.6, but a 31.2/50 school score next to a 15.6/25 state comparison allows the reader accurately to conclude these are the same.

# REPORT CARD GUIDE 2017-18

## WEIGHTING

### UNDERSTANDING REPORT CARD WEIGHTING

Like the Overall Accountability Score, each of the four Priority Areas uses a 0- to 100-point scale. This provides a consistent and simple way to examine and compare Priority Area scores. Scores from the four individual Priority Areas are combined using a weighted average that takes into account the school type, data availability, and percentage of economically disadvantaged students in a school or district.

#### Priority Area Weighting: Variable Weighting

The Student Achievement and Growth priority areas are adjusted relative to each other to account for the percentage of economically disadvantaged (low-income) students in the district or school. The higher the percentage of economically disadvantaged (ECD) students in a district or school, the greater the weight given to Growth and the lesser to Student Achievement (up to a predefined threshold). Similarly, the lower the percentage of economically disadvantaged students, the greater the weight given to Student Achievement and the lesser to Growth.

The only number on the report card itself that has variable weighting factored into it is the overall score. The individual priority area scores provided throughout the report card, including on the front page, do not reflect the variable weighting of the priority areas.



### REPORT CARD TOOL

The weighting calculator shown here allows users to adjust the percent ECD and to select which priority areas and components available in a school to reveal the specific weights used in the report cards.

Available online:

[https://oea-dpi.shinyapps.io/overall\\_weighting\\_calculator/](https://oea-dpi.shinyapps.io/overall_weighting_calculator/)

**Accountability Report Cards Weighting Calculator**

Wisconsin Department of Public Instruction, Office of Educational Accountability

Use this app to calculate the Priority Area weights used in the School and District Report Cards to produce the Overall Accountability Score for your school or district. Check all metrics applicable to your school or district, and the weighting formulas will automatically adjust to your selections. Note that weights may not add up to 100% due to rounding.

Your score is not advantaged or disadvantaged by the presence or lack of a Priority Area or component. For additional information on Report Card calculations, see the Accountability Resources page.

**Priority Areas:**

Student Achievement

Growth

Closing Gaps

On-Track and Postsecondary Readiness

**Student Achievement (required):**

English Language Arts Achievement  Mathematics Achievement

**Growth:**

English Language Arts Growth  Mathematics Growth

**On-Track and Postsecondary Readiness (Attendance or Graduation required):**

Attendance  Graduation  3rd Grade English Language Arts  8th Grade Mathematics

Percent Economically Disadvantaged (%):

Priority Area	Weight
Student Achievement	31.7%
Growth	48.3%
Closing Gaps	0.0%
On-Track and Postsecondary Readiness	20.0%

Student Achievement	Weight
English Language Arts Achievement	15.8%
Mathematics Achievement	15.8%
<b>Growth</b>	
English Language Arts Growth	24.2%
Mathematics Growth	24.2%

On-Track and Postsecondary Readiness	Weight
Attendance	20.0%
Graduation	0.0%
3rd Grade English Language Arts	0.0%
8th Grade Mathematics	0.0%

# REPORT CARD GUIDE 2017-18

## WEIGHTING

### UNDERSTANDING REPORT CARD WEIGHTING

#### Priority Area Weighting: Data Availability

Another weighting adjustment accounts for the fact that some schools, due to their size or their grade span, do not have enough data to be scored in every priority area. Specifically, when a piece of data is not available for a school, the other pieces are weighted more heavily. This allows an overall score to be calculated on the same scale for all schools in Wisconsin. For example, K-3 schools do not have consecutive tested grades for which to calculate Growth scores; as such, most of these schools have data in three of the four priority areas. To receive an accountability score, at a minimum, a school must have data for enough students in Student Achievement and the attendance or graduation component of On-Track and Postsecondary Readiness. A weighting adjustment is applied to individual priority areas in a way that takes this variability into account *before* averaging the Priority Area scores to produce a weighted average Priority Areas score.

### COMMON WEIGHTING SCENARIOS

The table to the right illustrates the most common scenarios of how priority areas and their components build to a weighted average priority areas score.

Three typical scenarios are shown to illustrate how the multiple indicators in the Accountability Index apply differently to different types of schools. (“-” indicates that a Priority Area or a component does not apply.)

Any fixed deductions resulting from not meeting Student Engagement goals (not reflected here) are taken from the weighted average Priority Areas score to arrive at the school’s Overall Accountability Score. Schools and districts can find the overall weighting applied, including variable weighting, by using the calculator app here: [https://oea-dpi.shinyapps.io/overall\\_weighting\\_calculator/](https://oea-dpi.shinyapps.io/overall_weighting_calculator/).

	Student Achievement		Growth		Closing Gaps			On-Track and Postsecondary Readiness			
	ELA Achievement	Mathematics Achievement	ELA Growth	Mathematics Growth	ELA Gaps	Mathematics Gaps	Graduation Gaps	Attendance	Graduation	3 <sup>rd</sup> Grade ELA	8 <sup>th</sup> Grade Mathematics
Typical Elementary School	Combined 50% Achievement/Growth weights vary based on % ECD*				25%			25%			
	Half of St. Ach.	Half of St. Ach.	Half of St. Gro.	Half of St. Gro.	12.5%	12.5%	-	20.0%	-	5.0%	-
Typical Middle School	Combined 50% Achievement/Growth weights vary based on % ECD*				25%			25%			
	Half of St. Ach.	Half of St. Ach.	Half of St. Gro.	Half of St. Gro.	12.5%	12.5%	-	20.0%	-	-	5.0%
Typical High School	40%		-		40%			20%			
	20%	20%	-	-	10%	10%	20%	-	20.0%	-	-

# REPORT CARD GUIDE 2017-18

## WEIGHTING

### GOOD TO KNOW

Like the Overall Accountability Score, each of the four Priority Areas uses a 100 point scale. This provides a consistent and simple way to examine and compare Priority Area scores.

- For example, in this school, the lowest score among the priority areas is Closing Gaps. The school may want to focus on this area and examine their Gaps data more closely in their continuous improvement planning.

However, it is important to note that because the weighting scheme used to produce the weighted average Priority Areas score varies based on the components included and the percentage of economically disadvantaged students in the district or school, the Accountability Rating categories only describe school performance as represented by the overall accountability score; they cannot be used to describe performance in individual Priority Areas.

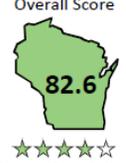
- For example, it would be inappropriate to say that this example school "Meets Expectations" in Closing Gaps because it had a score of 67 for that priority area. Meets Expectations is a rating that *only* applies to the overall accountability score.

PRELIMINARY - SECURE REPORT - NOT FOR PUBLIC RELEASE August 3rd, 2018

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Example Elementary  
Pine Village | Public - All Students  
School Report Card | 2017-18 | Summary

**Overall Score**



82.6  
★★★★★  
Exceeds Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100 ★★★★★
Exceeds Expectations	73-82.9 ★★★★★
Meets Expectations	63-72.9 ★★★★★
Meets Few Expectations	53-62.9 ★★★★★
Fails to Meet Expectations	0-52.9 ★☆☆☆☆

**School Information**

Grades	PK-5
School Type	Elementary School
Enrollment	385
Percent Open Enrollment	3.6%
<b>Race/Ethnicity</b>	
American Indian or Alaskan Native	0.5%
Asian	8.6%
Black or African American	5.7%
Hispanic/Latino	4.9%
Native Hawaiian or Other Pacific Islander	0.0%
White	76.4%
Two or More Races	3.9%
<b>Student Groups</b>	
Students with Disabilities	15.1%
Economically Disadvantaged	16.6%
English Learners	5.2%

Priority Areas	School Score	Max Score	K-5 State	K-5 Max
<b>Student Achievement</b>	<b>86.6/100</b>	<b>88.3/100</b>		
English Language Arts (ELA) Achievement	40.5/50	34.2/50		
Mathematics Achievement	46.1/50	34.2/50		
<b>School Growth</b>	<b>84.0/100</b>	<b>66.0/100</b>		
English Language Arts (ELA) Growth	34.0/50	33.0/50		
Mathematics Growth	50.0/50	33.0/50		
<b>Closing Gaps</b>	<b>67.0/100</b>	<b>66.2/100</b>		
English Language Arts (ELA) Achievement Gaps	30.0/50	34.5/50		
Mathematics Achievement Gaps	37.0/50	31.7/50		
Graduation Rate Gaps	NA/NA	NA/NA		
<b>On-Track and Postsecondary Readiness</b>	<b>92.5/100</b>	<b>89.0/100</b>		
Graduation Rate	NA/NA	NA/NA		
Attendance Rate	76.5/80	75.4/80		
3rd Grade English Language Arts (ELA) Achievement	16.0/20	13.6/20		
8th Grade Mathematics Achievement	NA/NA	NA/NA		

Priority Area Weights	Percentage Weight
Student Achievement	37.3%
School Growth	12.7%
Closing Gaps	25%
On-Track and Postsecondary Readiness	25%

Note: For details about how weights are determined, see weighting calculator: [https://osa-dpi.shinyapps.io/overall\\_weighting\\_calculator/](https://osa-dpi.shinyapps.io/overall_weighting_calculator/)

Student Engagement Indicators		Total Deductions: 0
Absenteeism Rate (goal <13%)		Goal met: no deduction
Dropout Rate (goal <6%)		Goal met: no deduction

2017-18 Test Participation Rates				
Includes Forward Exam (grades 3-8), ACT (grade 11), and Dynamic Learning Maps (grades 3-8 and 11)				
Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	98.2	98.0	98.2	98.0
Lowest: Students with Disabilities	90.7	90.7	90.7	90.7

<sup>a</sup>Note: Outlier score fluctuation is noted by ^ when any school or district report card has a 10-point or greater change (up or down) in both Overall Score and Growth Score. This amount of change may or may not be reflective of actual school/district performance. DPI encourages review of other priority area scores in the detailed report card for a better understanding of school performance. Details: <http://dpi.wi.gov/accountability/report-cards>

Wisconsin Department of Public Instruction | dpi.wi.gov  
Report cards for different types of schools or districts should not be directly compared.

Page 1

# REPORT CARD GUIDE 2017-18

## STUDENT ACHIEVEMENT

### UNDERSTANDING THE STUDENT ACHIEVEMENT PRIORITY AREA

The purpose of this Priority Area is to show the level of knowledge and skills of students at a specific district or school compares to state academic standards. In many respects, Student Achievement is the backbone of the report card.

#### Basics about the data

This Priority Area measures English Language Arts (ELA) and mathematics performance level profiles for all students taking the Forward, ACT+Writing, and DLM exams in the Wisconsin Student Assessment System (WSAS) in grades 3 through 8 and 11. The score is based on how students are distributed across the four WSAS performance levels (below basic, basic, proficient, and advanced), and it takes three years of test data into account.

Beyond a district- or school-wide score for Student Achievement, the report cards show the distribution of students across the four WSAS performance levels for the most recent three years.

#### Where to find the data

While the front page displays the Priority Area score, the most valuable data are found in the supplementary data tables broken down by student subgroup (page 3 in the School Report Card and page 4 in the District Report Card) and content area.

#### How to use the data

Schools and districts can use these data to uncover any short-term trends and compare themselves against the state average. They could also use this information to help develop overall achievement goals and guide improvement efforts. The data are broken out by groups of students, allowing educators to assess the impact of group performance on overall performance. That way, particular groups of students who are having trouble or doing admirably can be identified. Always refer to the Report Card Detail (the longer of the two PDF report cards) for the detailed results.



Priority Areas	School Score	Max Score	K-5 State	K-5 Max
<b>Student Achievement</b>	<b>64.0/100</b>		<b>69.4/100</b>	
English Language Arts (ELA) Achievement	33.3/50		34.7/50	
Mathematics Achievement	30.7/50		34.7/50	
<b>School Growth</b>	<b>61.3/100</b>		<b>66.0/100</b>	
English Language Arts (ELA) Growth	34.9/50		33.0/50	
Mathematics Growth	26.4/50		33.0/50	
<b>Closing Gaps</b>	<b>58.1/100</b>		<b>64.4/100</b>	
English Language Arts (ELA) Achievement Gaps	32.9/50		33.6/50	
Mathematics Achievement Gaps	25.2/50		30.8/50	
Graduation Rate Gaps	NA/NA		NA/NA	
<b>On-Track and Postsecondary Readiness</b>	<b>88.5/100</b>		<b>89.2/100</b>	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	75.9/80		75.4/80	
3rd Grade English Language Arts (ELA) Achievement	12.6/20		13.8/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	

Student Engagement Indicators	Total Deductions: 0
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

Student Achievement		Total Score: 64.0/100								
		English Language Arts Achievement Score: 33.3/50								
Performance Level	Points Multiplier	2014-15			2015-16			2016-17		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	46	22.9%	69	14	7.3%	21	3	1.5%	4.5
Proficient	1.0	70	34.8%	70	68	35.4%	68	73	37.2%	73
Basic	0.5	36	17.9%	18	73	38.0%	36.5	79	40.3%	39.5
Below Basic	0.0	49	24.4%	0	37	19.3%	0	41	20.9%	0
Total Tested	-	201	100.0%	157	192	100.0%	125.5	196	100.0%	117

Mathematics Achievement Score: 30.7/50										
Performance Level	Points Multiplier	2014-15			2015-16			2016-17		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	23	11.5%	34.5	2	1.0%	3	6	3.1%	9
Proficient	1.0	77	38.5%	77	72	37.5%	72	68	34.7%	68
Basic	0.5	55	27.5%	27.5	72	37.5%	36	76	38.8%	38
Below Basic	0.0	45	22.5%	0	46	24.0%	0	46	23.5%	0
Total Tested	-	200	100.0%	139	192	100.0%	111	196	100.0%	115

# REPORT CARD GUIDE 2017-18

## STUDENT ACHIEVEMENT

### UNDERSTANDING THE STUDENT ACHIEVEMENT PRIORITY AREA

#### How the calculation works

1. Student Achievement calculations are based on student performance on the Forward Exam, ACT plus Writing, and Dynamic Learning Maps (DLM) in 2017-18, 2016-17 and 2015-16.
2. The Student Achievement Priority Area includes only tested students who were enrolled for the full academic year (FAY) in the district or school. Non-tested students are not included in calculations nor are students with invalidated tests. Note that in the Private School – Choice Students Report Card, the calculation only includes FAY students with a valid test score who were Choice program participants.
3. Scores for this Priority Area reflect how a district or school's students are distributed among the four performance levels of the WSAS. Having more students at the upper performance levels results in a higher score.
4. Separate content area scores on a 0 to 50 point scale are calculated for ELA achievement and mathematics achievement. Each contributes to half of the Priority Area score.
5. To reduce the impact of year-to-year fluctuations in test scores, three sequential years of testing data are used. This improves the reliability of scores.
6. Each content area score is determined by assigning points to each of the district or school's students in each of the three measured years according to the student's performance level in that year. A student is assigned no points for being at the Below Basic performance level, 0.5 points for being at the Basic level, 1 point for Proficient, and 1.5 points for Advanced.
7. For each year, students' scores are pooled to produce a district or school average. A three-year average is calculated from those yearly averages. The averaging processes used in the calculations gives greater weight to more recent years' data and years with more tested students. The score for each content area reflects this three-year average.

#### Student Achievement

**Total Score: 64.0/100**

##### English Language Arts Achievement Score: 33.3/50

Performance Level	Points Multiplier	2014-15			2015-16			2016-17		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	46	22.9%	69	14	7.3%	21	3	1.5%	4.5
Proficient	1.0	70	34.8%	70	68	35.4%	68	73	37.2%	73
Basic	0.5	36	17.9%	18	73	38.0%	36.5	79	40.3%	39.5
Below Basic	0.0	49	24.4%	0	37	19.3%	0	41	20.9%	0
Total Tested	-	201	100.0%	157	192	100.0%	125.5	196	100.0%	117

##### Mathematics Achievement Score: 30.7/50

Performance Level	Points Multiplier	2014-15			2015-16			2016-17		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	23	11.5%	34.5	2	1.0%	3	6	3.1%	9
Proficient	1.0	77	38.5%	77	72	37.5%	72	68	34.7%	68
Basic	0.5	55	27.5%	27.5	72	37.5%	36	76	38.8%	38
Below Basic	0.0	45	22.5%	0	46	24.0%	0	46	23.5%	0
Total Tested	-	200	100.0%	139	192	100.0%	111	196	100.0%	115

#### GOOD TO KNOW



The point allocation described in Step #6, referred to as Point Based Proficiency Rate, is also used in calculating gap closure in the Closing Gaps priority area.

# REPORT CARD GUIDE 2017-18

## SCHOOL GROWTH

### UNDERSTANDING THE SCHOOL GROWTH PRIORITY AREA

#### Basics about the data

The purpose of this Priority Area is to give schools and districts a single measure that summarizes how rapidly their students are gaining knowledge and skills from year to year. In contrast to Student Achievement, which is based on the levels of performance students have attained in a given year, the Growth Priority Area measures changes in students' performance over time. In particular, this Priority Area focuses on the pace of improvement in students' performance in a school or district compared to the growth of similar students in other Wisconsin schools. This Priority Area rewards schools and districts for helping students reach higher performance levels, regardless of a student's prior achievement level, by measuring student progress across assessments over time.

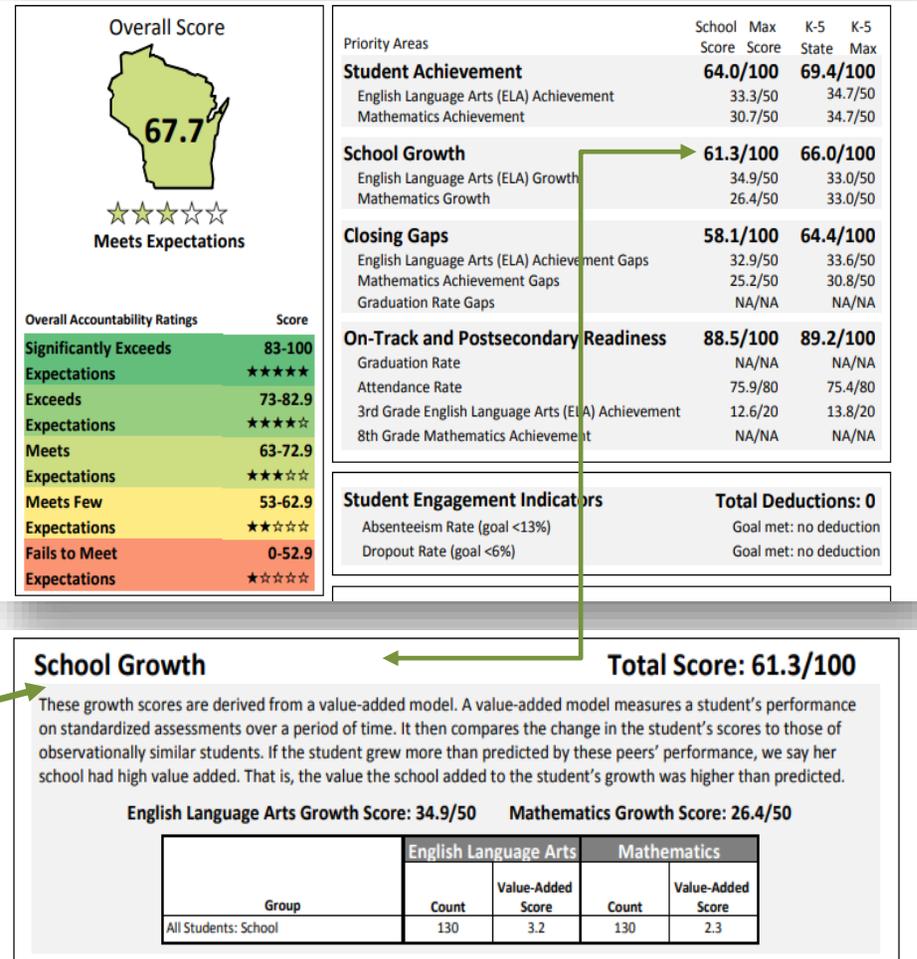
The Growth Priority Area focuses on students in grades 3 through 8. Unlike Student Achievement, the Growth Priority Area only reflects the progress of students taking the Forward Exam because the DLM scoring scale does not permit growth calculations.

#### Where to find the data

While the front page displays the Priority Area score, the most valuable data in the report card are the supplementary data tables broken down by student subgroup (page 4 of the School Report Card and page 5 of the District Report Card).

#### How to use the data

The Growth Priority Area is an important complement to Student Achievement when assessing district and school performance. How well students are learning is reflected by both their level of attainment and their rate of improvement. Performance in one measure could be quite different than performance in the other, and such differences may point to areas of needed improvement. The report cards provide growth data for subgroups of students, allowing schools and districts can assess how the growth of particular subgroups impacts their overall growth performance. They can identify particular groups of students who are having trouble improving or who are improving quite rapidly. Rapid growth may point to a successful program or improvement process.



## REPORT CARD GUIDE 2017-18

## SCHOOL GROWTH

### UNDERSTANDING THE SCHOOL GROWTH PRIORITY AREA

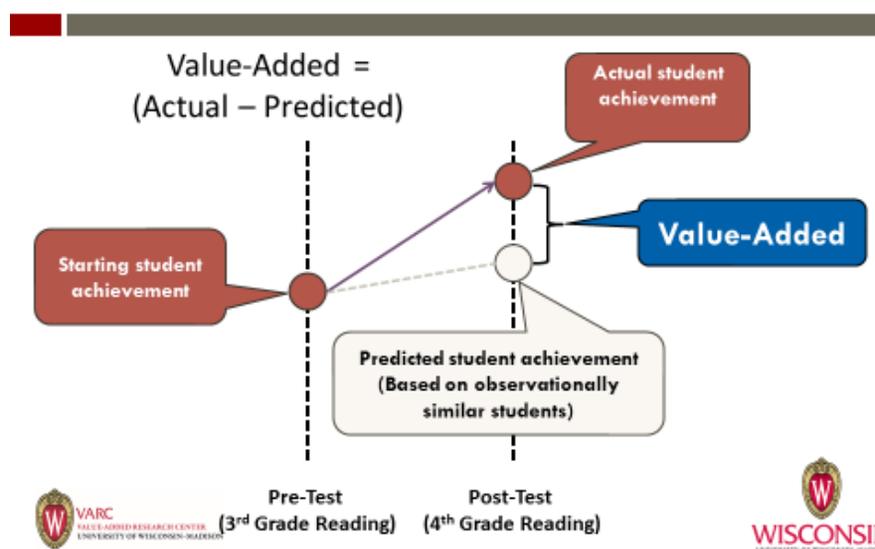
This section describes the basic logic of how the score for the Growth priority area is calculated. For information about how the value-added model results in a Growth priority area score, please refer to the Report Card Detail and the companion Technical Guide. For specific details pertaining to the value-added model, please see the Value-Added Technical Report.

#### Value-Added Growth Model

At the foundation of the School Growth score is a statistical technique known as value-added, which is meant to facilitate “apples to apples” comparisons of school performance between schools that often serve very different student populations. Value-added quantifies how much growth students make over time after taking into account factors that are generally beyond a school’s control but may be related to how much growth students make. These include factors such as students’ prior achievement and certain characteristics about the students themselves, such as whether they come from economically disadvantaged families or have a disability and/or limited English proficiency. The measure reflects growth across the entire spectrum of student performance, regardless of the student’s starting point.

While the calculations behind value-added are complex, the concept is fairly straightforward. Value-added, simply put, is the difference between the actual and predicted growth over time of students with similar prior achievement and select characteristics. In addition to prior achievement, the value-added model used in the accountability report cards considers students’ economic status, disability status, English Language proficiency level, gender, and race/ethnicity.

### Value-Added: A Visual Representation



# REPORT CARD GUIDE 2017-18

## SCHOOL GROWTH

### UNDERSTANDING THE SCHOOL GROWTH PRIORITY AREA

#### How the calculation works

1. The Growth Priority Area provides a single score that characterizes the growth of a district or school's students, regardless of their starting performance levels and student attributes such as family income. It takes into account decline as well as improvement in student performance on the Forward Exam.
2. The Growth Priority Area uses a statistical method called value-added. Value-added starts with one (or more, if available) pre-test scores – such as a 3rd grade ELA score – to generate predictions of how much growth students are likely to make based on their prior test score history.
3. When a second (post-test) score – such as a 4th grade ELA score – becomes available, the actual scores of students within a school are compared to their predicted scores.
4. If, collectively, the school's actual scores are higher than predicted scores, we call this "high value-added" (meaning that the school produced more growth than schools which serve similar student populations).
5. The value-added model also considers the fact that students' scores on a single administration of a standardized test are not necessarily a perfect measure of their true knowledge and ability and may differ if they were to take the same test again. Such variation in scores is especially common among students with very low or very high scores. This variation can be statistically adjusted for in the model to help ensure that schools with a large number of low or high performing students are not penalized in this Priority Area.
6. The value-added scores are reported on a 1 to 5 scale. The statewide average is always set to 3.0. Two years of value-added results are used, when available, in calculating the weighted average value-added scores. As in other parts of the report card, the current year is weighted more heavily than prior years' data. Value-added scores are then converted to a Growth score from 0 to 100, like the other priority areas. See the Technical Guide for details on the score conversion.
7. Growth consists of two components, ELA and mathematics. Separate value-added scores are calculated for each and then combined to produce the Growth score.

#### School Growth

**Total Score: 61.3/100**

These growth scores are derived from a value-added model. A value-added model measures a student's performance on standardized assessments over a period of time. It then compares the change in the student's scores to those of observationally similar students. If the student grew more than predicted by these peers' performance, we say her school had high value added. That is, the value the school added to the student's growth was higher than predicted.

English Language Arts Growth Score: 34.9/50      Mathematics Growth Score: 26.4/50

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: School	13	3.2	13	2.3

#### School Growth Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the Student Growth scores used in the accountability system. Supplemental value-added scores are calculated when 10 or more students are included in a group.

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: State	292,662	3.0	292,617	3.0
American Indian or Alaskan Native	<20	*	<20	*
Asian	<20	*	<20	*
Black or African American	<20	*	<20	*
Hispanic/Latino	35	3.1	35	2.2
Native Hawaiian or Other Pacific Islander	<20	*	<20	*
White	81	3.2	81	2.3
Two or More Races	<20	*	<20	*
Students with Disabilities	<20	*	<20	*
Economically Disadvantaged	69	3.1	69	2.2
Limited English Proficient	<20	*	<20	*



#### GOOD TO KNOW

Note that the statistical calculation of School Growth differs from District Growth. As such, a district's Growth score is not simply an average of its schools' School Growth scores. Rather, in calculating the District Growth score, a district is treated as one big school made up of all students in the district.

This is a change from 2015-16 when district were compared to other districts. As such, 2016-17 and 2017-18 District Growth scores are not comparable to scores from 2015-16 and prior.

# REPORT CARD GUIDE 2017-18

## CLOSING GAPS

### UNDERSTANDING THE CLOSING GAPS PRIORITY AREA

The purpose of this Priority Area is to provide a measure in sync with the statewide goal of closing the achievement gaps that separate different groups of Wisconsin students. It reflects the fact that achievement and graduation gaps are a statewide problem, not something limited to a small number of individual schools, and is designed to reward schools and districts that help close these statewide gaps.

Closing Gaps shows to what extent each school and district is succeeding in helping lagging groups catch up. Closing Gaps helps to reveal whether teaching and learning are affecting all groups to the same degree, shedding light on the school/district's educational equity.

#### Basics about the data

The Closing Gaps Priority Area focuses on two types of gaps: **achievement gaps** (for ELA and mathematics) and **graduation gaps**. The Closing Gaps score is based on student subgroups, not the "all students" group. A minimum of three years are needed, but up to five years of data will be used when available, to produce a Closing Gaps score.

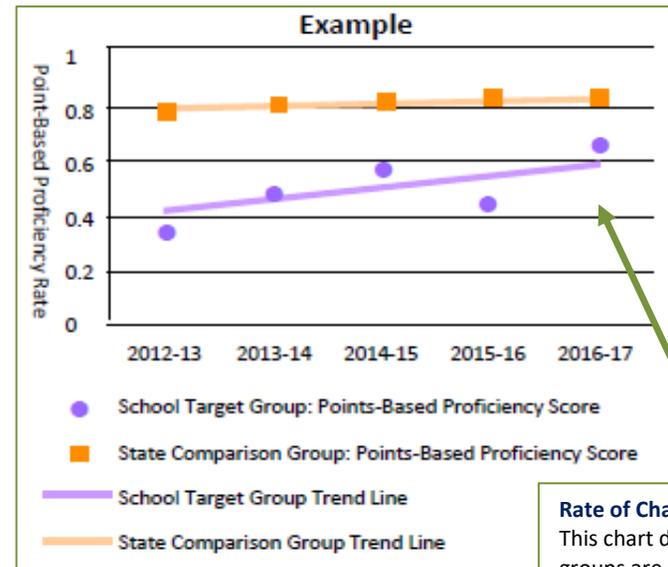
The report cards give credit for raising test scores and graduation rates for target groups faster than their statewide comparison groups. As a result, this measure encourages performance that lifts the performance of traditionally lagging groups, contributing to closing the statewide performance gaps.

#### Where to find the data

While the front page displays the Priority Area score, the most valuable data in the report card are the supplementary data tables broken down by student subgroup (beginning on page 5 of the School Report Card and page 6 of the District Report Card).

#### How to use the data

Since Closing Gaps shows trends for subgroups (or supergroups), the data should be used in improvement planning for specific groups of students. Subgroups that are not improving, or improving at a slower rate than their comparison groups, should be prioritized when examining the degree to which teaching and learning, a welcoming climate and positive relationships exist throughout the school.



#### Rate of Change

This chart demonstrates how groups are compared. There is a trend line for both groups, measuring the rate of change in points-based proficiency (from the Student Achievement priority area) using an equal number of years of data.

If the target group's line is steeper than the comparison group's line, then the difference in rate of change is larger. A greater degree of narrowing translates into a higher Closing Gaps score. As seen here, the proficiency rate of the target group is increasing faster than its comparison group, and the achievement gap is narrowing.

Closing Achievement Gaps - English Language Arts   Score: 17.3/25												
Group	School Target Group Points-Based Proficiency Rate				State Comparison Group Points-Based Proficiency Rate				Rate of Change		Difference in Rate of Change	
	2012-13	2013-14	2014-15	2015-16	2012-13	2013-14	2014-15	2015-16	2012-13	2015-16		
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	0.683	0.722	1.000	0.950	0.849	0.617	0.618	0.826	0.723	0.741	0.052	0.003
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	0.541	0.575	0.740	0.500	0.536	0.627	0.658	0.826	0.723	0.741	0.003	-0.023
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	0.319	0.251	0.333	0.233	0.346	0.168	0.144	0.401	0.499	0.389	0.002	0.001
Economically Disadvantaged	0.553	0.578	0.572	0.557	0.672	0.705	0.710	0.877	0.700	0.785	0.018	0.052
Limited English Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
"All J" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
"SwEd ECP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
"SwEd LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
"CED LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Closing Achievement Gaps - Mathematics   Score: 19.8/25												
Group	School Target Group Points-Based Proficiency Rate				State Comparison Group Points-Based Proficiency Rate				Rate of Change		Difference in Rate of Change	
	2012-13	2013-14	2014-15	2015-16	2012-13	2013-14	2014-15	2015-16	2012-13	2015-16		
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	0.689	0.977	1.000	0.912	0.872	0.783	0.797	0.772	0.705	0.711	0.006	-0.028
Black or African American	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	0.600	0.625	0.740	0.440	0.483	0.703	0.750	0.757	0.772	0.743	0.055	-0.020
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	0.413	0.430	0.294	0.234	0.330	0.267	0.268	0.375	0.463	0.468	0.055	-0.030
Economically Disadvantaged	0.619	0.520	0.540	0.510	0.610	0.641	0.610	0.810	0.671	0.740	0.020	-0.020
Limited English Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
"All J" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
"SwEd ECP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
"SwEd LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
"CED LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

# REPORT CARD GUIDE 2017-18

## CLOSING GAPS

### UNDERSTANDING THE CLOSING GAPS PRIORITY AREA

**Target Groups:** For this Priority Area, racial/ethnic groups (Black or African American students, Hispanic/Latino students, Asian students, Native Hawaiian or Other Pacific Islander students, American Indian or 10 Native students and students of Two or More Races) within a district or school serve as **target groups** that are compared to White students statewide, their complementary comparison group. Students with disabilities, English learners, and economically disadvantaged students within a district or school are **target groups**, also compared to their complementary statewide comparison group (students without disabilities, native English speakers, and not economically disadvantaged, respectively).

**Supergroups:** Supergroups are a way to look at gap closure among groups of students that would ordinarily be too small to include. In many schools and in some districts, group sizes may fall below the minimum of 20 needed to meet the group size requirement. If a school's subgroups do not meet the minimum group size requirement (N=20), a **supergroup** is formed by combining at least two of the three non-race-based target groups. If the resulting supergroup has at least 20 members, then its performance is included on the report card. (Students are not counted more than once in a single supergroup.) That is, if when combining these groups, the supergroup is at least 20 students (non-duplicated), then the supergroup's performance is scored. Possible supergroup combinations:

- **All 3 Supergroup:** students with disabilities, economically disadvantaged, and English learners.
- **SWD-ECD Supergroup:** students with disabilities, economically disadvantaged
- **SWD-EL:** students with disabilities, English learners
- **ECD-EL:** economically disadvantaged, English learners

Supergroups are compared to the statewide group of students who would not meet any of the conditions for being in the particular supergroup.

**Closing Achievement Gaps - English Language Arts | Score: 17.3/25**

School Target Group	Points-Based Proficiency Rates					Group	State Comparison Group Points-Based Proficiency Rates					Rate of Change	School Target Group	State Comparison Group	Difference in Rate of Change
	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points		2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points				
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	0.681	0.722	1.000	0.950	0.849		0.657	0.658	0.826	0.723	0.741	0.052	0.023	0.029	
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	
Hispanic/Latino	0.543	0.575	0.740	0.500	0.596		0.657	0.658	0.826	0.723	0.741	-0.003	0.023	-0.026	
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	
Students with Disabilities	0.378	0.256	0.333	0.213	0.394		Students without Disabilities	0.634	0.634	0.801	0.693	0.709	-0.002	0.021	-0.023
Economically Disadvantaged	0.551	0.578	0.572	0.557	0.657		Not Economically Disadvantaged	0.705	0.710	0.877	0.769	0.785	0.018	0.022	-0.004
Limited English Proficient	NA	NA	NA	NA	NA		English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
"All 3" Supergroup	NA	NA	NA	NA	NA		Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	
"SwD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	

**Closing Achievement Gaps - Mathematics | Score: 19.8/25**

School Target Group	Points-Based Proficiency Rates					Group	State Comparison Group Points-Based Proficiency Rates					Rate of Change	School Target Group	State Comparison Group	Difference in Rate of Change
	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points		2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points				
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian	0.889	0.972	1.000	0.967	0.872		0.793	0.797	0.772	0.705	0.711	-0.006	-0.02	0.087!	
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	
Hispanic/Latino	0.609	0.675	0.760	0.440	0.481		0.793	0.797	0.772	0.705	0.711	-0.005	-0.026	-0.029	
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	
Students with Disabilities	0.411	0.436	0.284	0.234	0.330		Students without Disabilities	0.767	0.767	0.735	0.663	0.668	-0.035	-0.030	-0.005
Economically Disadvantaged	0.626	0.740	0.530	0.546	0.628		Not Economically Disadvantaged	0.844	0.851	0.823	0.749	0.753	-0.020	-0.028	0.008
Limited English Proficient	NA	NA	NA	NA	NA		English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
"All 3" Supergroup	NA	NA	NA	NA	NA		Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	
"SwD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	

### GOOD TO KNOW (!)

If the group's average points-based proficiency rate or graduation rate is greater than or equal to 0.9, the rate of change is adjusted to be equal to the highest rate of change observed for that group at any school/district in the state. This is indicated by (!) in the last column of the Closing Gaps table. This is done to ensure those with very high achievement or graduation rates are not penalized for having small increases, as there is less room for improvement.

## REPORT CARD GUIDE 2017-18

## CLOSING GAPS

### UNDERSTANDING THE CLOSING GAPS PRIORITY AREA

#### How the calculation works

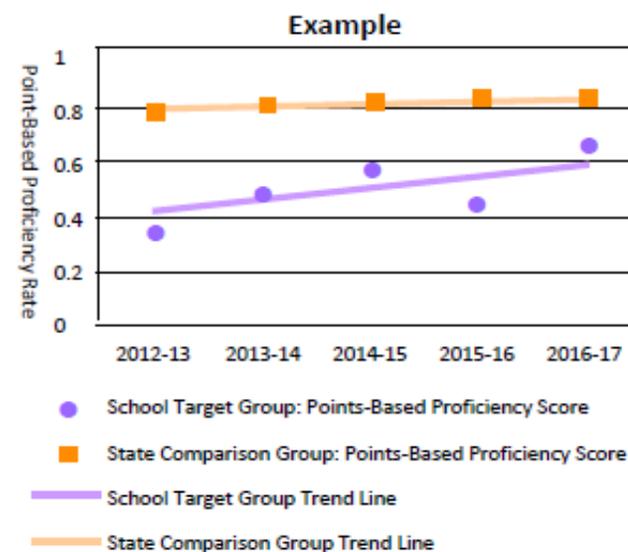
1. There are two components in the Closing Gaps Priority Area: Achievement Gaps and Graduation Gaps. If both apply for the district or school, each component score counts for half of this Priority Area score. If only one applies, the score for that component is the score for this Priority Area.

2. The calculations for each of the two components follow the same basic procedure: For each target subgroup in the district or school (or for a supergroup, when applicable), the change in performance over the most recent three to five years is compared to the change in performance for its statewide comparison group. Change in performance is determined by finding the overall trend in performance over time while also taking into account yearly fluctuations in enrollment. A minimum of three years of performance data are considered, and up to five years are included when available. A simple subtraction of the target group change from the statewide comparison group change is then calculated, producing the closing gaps indicator for each target group. The indicators from all target groups are then combined to produce an overall Closing Gaps score for that component.

3. In extreme circumstances an additional rule is applied: if a district or school has a very high performing subgroup, it is rewarded with the highest score for that subgroup observed in any school or district in the state. This rule ensures that districts and schools with very high-performing subgroups are not penalized with low Closing Gaps scores for small changes in gaps.

4. For the Closing Achievement Gaps component, performance means achievement in ELA and mathematics and is measured in the same way as for the Student Achievement Priority Area, except that students are pooled by group and not the entire district or school. As throughout the report card, a group must have a minimum of 20 students in order to be included in the calculation.

5. For the Closing Graduation Gaps component, performance is measured for both the four-year and six-year cohort graduation rate. Note that because these rates require four and six years of data, respectively, to calculate, graduation rates cannot be calculated for Choice schools. Therefore, both the Private School – Choice Students and Private School – All Students Report Cards will not have Closing Graduation Gaps components.



#### Scoring Gap Closure

This Priority Area is scored by comparing the trajectories of achievement and graduation rates for all target groups in a school or district to those of their respective statewide comparison groups. A high Closing Gaps score is associated with a narrowing of these trajectories over time. A greater degree of narrowing translates into a higher Closing Gaps score.

A greater degree of narrowing translates into a higher Closing Gaps score.

# REPORT CARD GUIDE 2017-18 ON-TRACK & POST-SECONDARY READINESS

## UNDERSTANDING THE ON-TRACK & POST-SECONDARY READINESS PRIORITY AREA

### Basics about the data

The purpose of this Priority Area is to give schools and districts an indication of how successfully students are achieving educational milestones that predict postsecondary readiness. This Priority Area has two components. The first component is either a graduation rate—for schools that graduate students (i.e. high schools)—or an attendance rate for schools with no 12th grade. For most districts, both attendance and graduation scores will be included. Both graduation and attendance data are lagged by one year due to the timing of when the data become available for use. The second component is third grade ELA achievement, eighth grade mathematics achievement, or the combination of both third grade ELA and eighth grade mathematics achievement, as applicable to the school. The scores for these two components are added to produce the On-Track and Postsecondary Readiness Priority Area score. Scores for schools without a third or eighth grade will be based solely on attendance or graduation.

### Where to find the data

Some of the most valuable data in the report card are the supplementary data tables broken down by student subgroup (page 8 of the School Report Card and page 9 of the District Report Card). It is not enough to look at the priority area score on the front page.

### How to use the data

The graduation rate, of course, measures a key education milestone. For schools that do not graduate students, attendance rates are used as a substitute indicator. Attendance is highly correlated with student achievement. The third grade ELA and the eighth grade mathematics achievement results are key transitional points for and the data can help schools and districts monitor whether their students are on-track for success in high school and beyond. Third grade ELA ability is linked to later academic performance across content areas, graduation, and college enrollment. Eighth grade mathematics ability predicts success in high school mathematics. In the future, other indicators may be incorporated into this Priority Area to enrich the metrics and broaden the resulting information.

Appleton Area		District	Max	State	Max
District Report Card   2016-17   Summary		Score	Score	Score	Score
<b>Priority Areas</b>					
<b>Student Achievement</b>		<b>66.5/100</b>	<b>66.7/100</b>		
English Language Arts (ELA) Achievement		32.7/50	34.3/50		
Mathematics Achievement		33.8/50	32.4/50		
<b>District Growth</b>		<b>58.4/100</b>	<b>66.0/100</b>		
English Language Arts (ELA) Growth		27.3/50	33.0/50		
Mathematics Growth		31.1/50	33.0/50		
<b>Closing Gaps</b>		<b>58.7/100</b>	<b>61.7/100</b>		
English Language Arts (ELA) Achievement Gaps		25.8/25	17.3/25		
Mathematics Achievement Gaps		17.1/25	16.8/25		
Graduation Rate Gaps		25.8/50	27.6/50		
<b>On-Track and Postsecondary Readiness</b>		<b>84.9/100</b>	<b>86.5/100</b>		
Graduation Rate		34.6/40	36.4/40		
Attendance Rate		37.6/40	37.1/40		
3rd Grade English Language Arts (ELA) Achievement		6.4/10	7.0/10		
8th Grade Mathematics Achievement		6.3/10	6.0/10		
<b>Student Engagement Indicators</b>		<b>Total Deductions: 0</b>			
Absenteeism Rate (goal <13%)		Goal met: no deduction			
Dropout Rate (goal <6%)		Goal met: no deduction			

## On-Track and Postsecondary Readiness Total Score: 84.9/100

### 2015-16 Attendance Score: 37.6/40

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	15,160	2,432,007.0	2,541,627.0	95.7%
Lowest Group: American Indian Students	135	18,578.5	20,116.0	92.4%

### 2015-16 Graduation Score: 34.6/40

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	1,159	941	81.2%	1,096	1,009	92.1%

### On-Track and Postsecondary Readiness Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the On-Track and Postsecondary Readiness scores used in the accountability system.

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	102	80	78.4%	121	115	95.0%
Black or African American	48	26	54.2%	55	39	70.9%
Hispanic/Latino	81	60	74.1%	71	59	83.1%
Native Hawaiian or Other Pacific Islander	<20	*	*	<20	*	*
White	917	770	84.0%	842	790	93.8%
Two or More Races	<20	*	*	<20	*	*
Students with Disabilities	113	58	51.3%	116	98	84.5%
Economically Disadvantaged	337	233	69.1%	342	289	84.5%
Limited English Proficient	46	28	60.9%	27	24	88.9%

# REPORT CARD GUIDE 2017-18 ON-TRACK & POST-SECONDARY READINESS

## UNDERSTANDING ON-TRACK & POST-SECONDARY READINESS

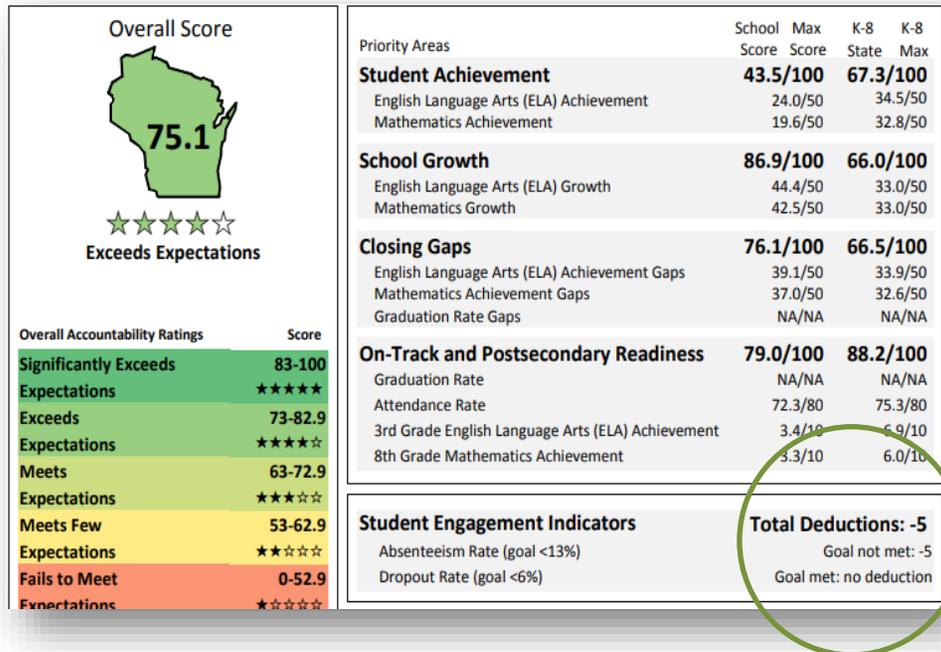
### How the calculation works

- Calculations for this Priority Area are based on the “all students” group for graduation. For attendance, this Priority Area score is based on the average attendance rate of the “all students” group and the subgroup with the lowest rate of attendance. Third grade ELA achievement and eighth grade mathematics achievement are calculated using the “all students” group.
- Component 1: Graduation Rate or Attendance Rate. a) For schools that graduate students, a graduation rate is used as the indicator. For other schools, an attendance rate is used. Districts use both the graduation rate and attendance rate. Graduation rates and attendance rates are highly correlated with one another and have virtually identical distributions. b) The graduation rate is the weighted average of the four-year and six-year cohort graduation rates. Note that because these graduation rates require four and six years of data, respectively, to calculate, graduation rates cannot be calculated for Choice schools. Therefore, both the Private School – Choice Students and Private School – All Students Report Cards will not have Graduation Rate components for the On-Track Priority Area. c) The attendance rate is the number of days of student attendance divided by the total possible number of days of attendance. The attendance rates of the “all students” group and the student group with the lowest attendance rate are averaged to produce the report card attendance rate.
- Component 2: Other On-Track Measures. a) A school and district may have a third grade ELA achievement indicator, an eighth grade mathematics achievement indicator or an indicator that combines third grade ELA and eighth grade mathematics achievement. b) Third grade ELA achievement and eighth grade mathematics achievement are measured in the same way as in the Student Achievement Priority Area.
- The On-Track Priority Area accounts for 20 percent of the weighted average Priority Areas score if only attendance or graduation is present. The Priority Area accounts for 25 percent of the weighted average Priority Areas score if, in addition to attendance or graduation, scores are available for third grade ELA, eighth grade mathematics or the combination of both.

On-Track and Postsecondary Readiness				Total Score: 89.0/100		
<b>2015-16 Attendance Score: NA/NA</b>						
Group	Enrollment	Attended Days	Possible Days	Rate		
All Students	819	133,883.5	137,503.0	97.4%		
Lowest Group: Students with Disabilities	150	23,756.0	24,696.0	96.2%		
<b>2015-16 Graduation Score: 77.8/80</b>						
Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	125	119	95.2%	128	127	99.2%
<b>On-Track and Postsecondary Readiness Supplemental Data</b>						
Group performance is provided for informational purposes only and is not used to determine the On-Track and Postsecondary Readiness scores used in the accountability system.						
Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	55	51	92.7%	60	59	98.3%
Hispanic/Latino	<20	*	*	<20	*	*
Native Hawaiian or Other Pacific Islander	<20	*	*	<20	*	*
White	34	34	100.0%	37	37	100.0%
Two or More Races	<20	*	*	<20	*	*
Students with Disabilities	21	18	85.7%	<20	*	*
Economically Disadvantaged	47	43	91.5%	46	45	97.8%
Limited English Proficient	<20	*	*	<20	*	*

# REPORT CARD GUIDE 2017-18

## STUDENT ENGAGEMENT



### UNDERSTANDING THE STUDENT ENGAGEMENT INDICATORS

Complementing the four Priority Areas, the accountability report cards consider data for two Student Engagement Indicators—absenteeism and dropout rates—in determining an overall score. These two performance indicators measuring student engagement are vital indications of school and district effectiveness. High absenteeism and dropout rates point to serious educational shortcomings. Because of the significance of these two indicators, districts and schools that fail to meet statewide goals marking acceptable performance will receive fixed deductions from the weighted average Priority Areas score.

For each indicator, a current year and multi-year rate are considered. For the vast majority of schools the multi-year rate is calculated based on the last three years of data. However, based on the available data, the multi-year rate for some schools will be calculated using the last two years of data.

Absenteeism and dropout data are lagged by one year due to the timing of when they become available for use.

# REPORT CARD GUIDE 2017-18

## STUDENT ENGAGEMENT

### UNDERSTANDING THE STUDENT ENGAGEMENT INDICATORS

#### Absenteeism Rate

There is a direct correlation between pupil attendance and pupil success. Absenteeism undermines a school's efforts to educate students. School attendance is already factored into the On-Track Priority Area, but because of the effects of chronic absenteeism, a related student measure is used here.

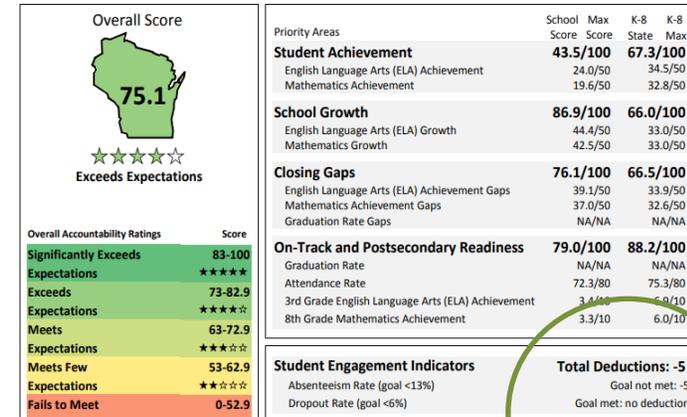
Although this absenteeism indicator is related to attendance, it differs from that familiar measure in significant ways. While school attendance rates measure days of school actually attended as a percentage of all possible days of attendance, the absenteeism rate used for this indicator measures the percentage of a district's or school's students who are chronically absent. A student is considered chronically absent when his or her attendance rate is 84% or less. Students must be enrolled for at least 45 non-consecutive days during the school year to be included in this calculation. Only students in kindergarten through grade 12 are included in absenteeism rate calculations.

To meet the goal for this Student Engagement Indicator, the individual absenteeism rate should be no more than 13 percent—that is, no more than 13 percent of students in a district or school may be chronically absent, as defined above. If the absenteeism rate exceeds 13 percent, five points will be deducted from the weighted average Priority Areas score. Both a current year and multi-year rate is calculated for this indicator. Districts and schools that meet the goal based on either the current or three-year calculation will not receive a deduction.

#### Dropout Rate

Keeping students in school so that they can progress toward graduation is one of the highest priorities of our educational system. Dropping out of school is a severe blow to a student's chance for success.

The goal for this Student Engagement Indicator is a dropout rate of no more than six percent. Students who drop out at any time between Grades 7 and 12 are counted. If a district or school's dropout rate exceeds six percent, five points will be deducted from the weighted average Priority Areas score. Both a current year and multi-year rate are calculated. Schools and districts that meet the goal based on either the current or three-year calculation will not receive a deduction.



#### Student Engagement Indicators

Goals Met: 1/2

Both one-year and three-year rates are considered for Absenteeism and Dropout rates. If either the one-year or three-year rate meets the goal then no points are deducted. The three-year rate is based on two years of data when three years are not available.

Indicator	Goal	One-Year School Rate	Three-Year School Rate	Points Deducted
Absenteeism Rate	Less than 13%	18.8%	19.0%	-5
Dropout Rate	Less than 6%	0.0%	0.0%	0

#### Student Engagement Indicators Data

Group performance for Absenteeism Rate and Dropout Rate is provided below for informational purposes only and is not used to determine whether these goals have been met. Test Participation data reflect the one-year test participation of groups. Note that there is no longer a score deduction associated with Test Participation on the 2016-17 Report Cards.

Group	Absenteeism Rate				Dropout Rate				Test Participation Rate (Not Scored)			
	One Year		Three Year		One Year		Three Year		ELA		Mathematics	
	Students	Rate	Students	Rate	Students	Rate	Students	Rate	Students	Rate	Students	Rate
All Students: School	260	18.8%	806	19.0%	59	0.0%	186	0.0%	179	99.4%	179	98.9%
American Indian or Alaskan Native	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Asian	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Black or African American	59	22.0%	168	22.6%	<20	*	NA	NA	32	100.0%	32	96.9%
Hispanic/Latino	100	22.0%	277	18.4%	22	0.0%	45	0.0%	82	100.0%	82	100.0%
Native Hawaiian or Other Pacific Islander	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Two or More Races	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
White	76	15.8%	291	17.5%	21	0.0%	64	0.0%	49	98.0%	49	98.0%
Students with Disabilities	48	29.2%	175	28.0%	<20	*	NA	NA	44	100.0%	44	100.0%
Economically Disadvantaged	203	22.7%	606	21.9%	44	0.0%	136	0.0%	150	99.3%	150	98.7%
Limited English Proficient	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*

# REPORT CARD GUIDE 2017-18

## DISTRICT REPORT CARDS

### UNDERSTANDING THE DISTRICT REPORT CARD

District Report Cards will look like the school report cards and are very similar, with just a few exceptions. The District Report Card is calculated for the district as a whole where students are pooled; it is not an average of the School Report Card scores within a district. Rather, the district is treated as “one big school” responsible for all students within the district.

Note that the Growth Priority Area is calculated separately for schools and districts. District Growth scores are not a simple average of School Growth scores; rather, a district is thought of as one big school in calculating its Growth score.

Most districts will see both attendance and graduation scores in the On-Track and Postsecondary Readiness. Priority Area. The school report card provides either attendance or graduation scores, not both.

The district Report Card Detail will include a school performance data on page 2 that summarizes how schools in the district are performing vis-à-vis accountability scores. This is a supplemental data page provided for informational purposes only.

- The first table displays the number of schools that fall within a certain Overall Accountability Rating for that district. This summary of school Overall Accountability Ratings is provided for informational purposes only; it is not used to determine the district’s actual Overall Accountability Score or Rating. Rather, the performance of all the students in the district—including those in alternate accountability schools—is combined to determine district Overall Accountability Score and Rating (as shown on page 1 of report card).
- The second table shows the proportion of schools that fell within the low, average, and high scores among each Priority Area for the district. The final table displays the number of schools in the district that received deductions for not meeting the Student Engagement Indicators.

**Virtual charter schools exception:** Per state law (2015 Act 55), data for all students in virtual charter schools in which at least 50% of the students are attending under full-time open enrollment are excluded from District Report Card calculations. For virtual charter schools with less than 50% open enrollees, data from the school will be used for District Report Card calculations. This provision does not affect School Report Cards, which the virtual charter schools will continue to receive.

**Appleton Area**  
District Report Card | 2016-17 | Summary

**Overall Score**  
66.9  
☆☆☆☆☆  
Meets Expectations

Priority Areas	District Score	Max Score	State Score	Max Score
<b>Student Achievement</b>	<b>66.5/100</b>	<b>66.7/100</b>		
English Language Arts (ELA) Achievement	32.7/50	34.3/50		
Mathematics Achievement	33.8/50	32.4/50		
<b>District Growth</b>	<b>58.4/100</b>	<b>66.0/100</b>		
English Language Arts (ELA) Growth	27.3/50	33.0/50		
Mathematics Growth	31.1/50	33.0/50		
<b>Closing Gaps</b>	<b>58.7/100</b>	<b>61.7/100</b>		
English Language Arts (ELA) Achievement Gaps	15.8/25	17.3/25		
Mathematics Achievement Gaps	17.1/25	16.8/25		
Graduation Rate Gaps	25.8/50	27.6/50		
<b>On-Track and Postsecondary Readiness</b>	<b>84.9/100</b>	<b>86.5/100</b>		
Graduation Rate	34.6/40	36.4/40		
Attendance Rate	37.6/40	37.1/40		
3rd Grade English Language Arts (ELA) Achievement	6.4/10	7.0/10		
8th Grade Mathematics Achievement	6.3/10	6.0/10		

**Student Engagement Indicators**  
Absenteeism Rate (goal <13%)  
Dropout Rate (goal <6%)

**Total Deductions: 0**  
Goal met: no deduction  
Goal met: no deduction

**Summary of Overall Accountability Ratings for Schools in the District**

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	3	8.6%
Exceeds Expectations	12	34.3%
Meets Expectations	13	37.1%
Meets Few Expectations	4	11.4%
Fails to Meet Expectations	1	2.9%
Alternate Accountability - Satisfactory Progress	2	5.7%
Alternate Accountability - Needs Improvement	0	0.0%
Alternate Accountability - No Score	0	0.0%

**Summary of Priority Area Scores for Schools in the District**  
Does not include Alternate Accountability schools

Priority Area	Low Score	Average Score	High Score	Maximum Score
Overall Accountability	48.0	72.2	96.8	100
Student Achievement	35.2	66.6	100.0	100
School Growth	34.7	61.7	75.6	100
Closing Gaps	37.8	68.0	89.4	100
On-Track and Postsecondary Readiness	82.7	89.9	100.0	100

**Summary of Student Engagement Indicator Deductions for Schools in the District**  
Does not include Alternate Accountability schools

Number of Deductions	Number of Schools	Percent of Schools
Zero	33	100.0%
One	0	0.0%
Two	0	0.0%

# REPORT CARD GUIDE 2017-18

## PRIVATE SCHOOLS

### UNDERSTANDING THE CHOICE REPORT CARDS

DPI produces two types of Choice school report card, as required by law. Choice schools may receive one or two report cards.

- Private School – Choice Students Report Card (*required*)
- Private School – All Students Report Card (*optional*)

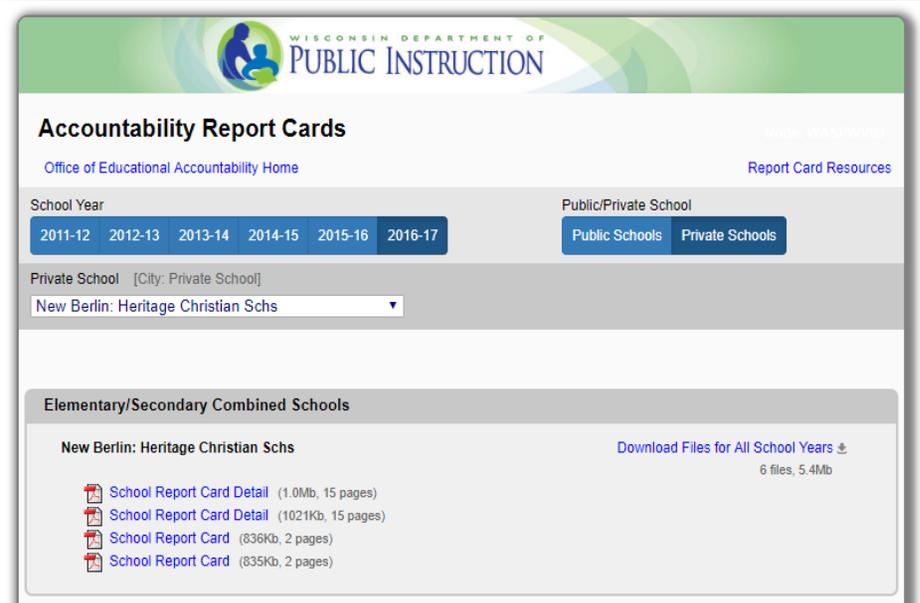
All Choice schools will receive a Private School – Choice Students Report Card, which bases the rating solely on students attending under the Choice program. Choice schools may further elect to receive an additional Private School – All Students Report Card for all students in the school, regardless of whether they attend under the Choice program.

**The Private School – Choice Students Report Card** only considers a school’s students who are attending under the Choice program, and is required of all private schools participating in the *Choice Programs*. Note that on the *Private School – Choice Students Report Card*, the School Growth Priority Area only applies to students attending under the Choice program, not all students in the school. Similarly only Choice students are included in the points-based proficiency rates in Student Achievement.

**The Private School – All Students Report Card** produces a rating based on the performance of all students in the private school (those attending under the Choice program and non-Choice students). The All Students report card is optional and the private school must opt in to receiving it in advance.

Two consecutive years of data on non-Choice students are needed before a score can be calculated on the Private School – All Students Report Card.

Both types of private school report cards report the same data based on the same calculations as public schools. Any differences between either of the private school report cards and the public school report cards will be noted when appropriate.



The screenshot shows the 'Accountability Report Cards' web application. At the top, there is a navigation bar with the Wisconsin Department of Public Instruction logo and links for 'Office of Educational Accountability Home' and 'Report Card Resources'. Below this is a filter section for 'School Year' (with buttons for 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, and 2016-17) and 'Public/Private School' (with buttons for 'Public Schools' and 'Private Schools'). A dropdown menu for 'Private School' is set to 'New Berlin: Heritage Christian Schs'. The main content area is titled 'Elementary/Secondary Combined Schools' and lists 'New Berlin: Heritage Christian Schs' with a link to 'Download Files for All School Years' (6 files, 5.4Mb). Below this, there are four report card files listed with their respective sizes and page counts:

- School Report Card Detail (1.0Mb, 15 pages)
- School Report Card Detail (1021Kb, 15 pages)
- School Report Card (836Kb, 2 pages)
- School Report Card (835Kb, 2 pages)

# REPORT CARD GUIDE 2017-18

# DATA USED

## UNDERSTANDING THE DATA USED

The [Data At-a-Glance](#) document is a key resource to guide you through the data used in the report cards. School and district administrators are encouraged to use this document and build an understanding of which data are used, and which sources these data come from, especially when reviewing their preliminary report cards before they become final – and public.

## DATA AT-A-GLANCE 2017-18

### OVERVIEW

The data used in the Accountability Report Cards come from a variety of sources across multiple years. This guide is meant to build understanding of report card data sources and how the data collected in WISEdata snapshots are incorporated in the front page of the report cards.

### SCHOOL INFORMATION

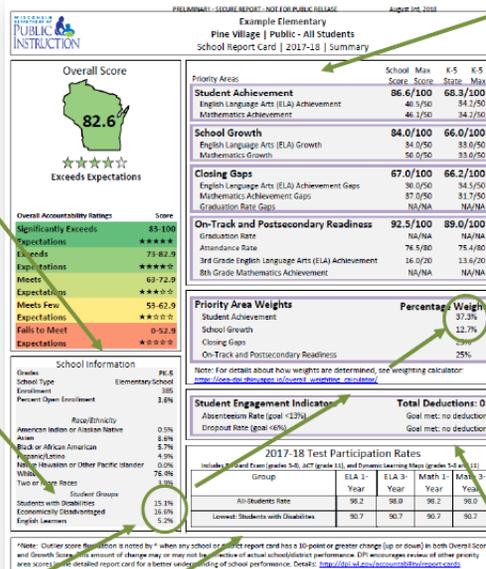
Grades, School Type: School Directory app Enrollment, Percent Open Enrollment (via OPAL as of TFS), Percent Choice Enrollment, Race/Ethnicity, Economically Disadvantaged, English Learner, Students with Disabilities: 2017-18 WISEdata TFS Enrollment and Child Count Snapshot Within District Mobility, Between District Mobility: 2017-18 WISEdata TFS Enrollment and Child Count Snapshot and end-of-year enrollment as reported via WISEdata in July 2018.

### STUDENTS WITH DISABILITIES

Rates here are from the 2017-18 WISEdata TFS Enrollment and Child Count Snapshot. However, for assessment-based measures, disability status is determined by a WISEdata designation of students with an IEP (public schools) or ISP (private schools) at any point between 12/1/17 and 6/30/18.

### ECONOMICALLY DISADVANTAGED (ECD)

Rates are from the 2017-18 WISEdata TFS Enrollment Snapshot. Rates of ECD determine the weights given to Student Achievement and School Growth, when both priority areas are present. Details and specific weights available in online [weighting calculator](#).



### PRIORITY AREAS

1. Student Achievement: Includes FAY tested students only.

	Proficiency Levels	Demographics
2017-18	Forward, ACT+Writing, DLM	WISEdata Assessment Demographics Snapshot
2016-17	Forward, ACT+Writing, DLM	WISEdata Assessment Demographics Snapshot
2015-16	Forward, ACT+Writing, DLM	Public Schools: Test vendor (e-Direct), Private Schools: Assessment Demographics Snapshot (WISEdata)

2. Growth: Achievement scores from 17-18, 16-17 and 15-16 Forward Exams (only, no DLM or ACT); demographic control variables from 2017-18 Assessment Demographics Snapshot. Includes FAY tested students only.

3. Closing Gaps: ELA and mathematics includes FAY tested:

	Proficiency Levels	Demographics
2016-17	Forward, ACT+Writing, DLM	WISEdata Assessment Demographics Snapshot
2017-18	Forward, ACT+Writing, DLM	ISES TFS data (public) WISEdata Assessment Demographics Snapshot (private)
2015-16	Forward, ACT+Writing, DLM	ISES TFS data
2014-15	Badger, ACT+Writing, DLM	ISES TFS data
2013-14	WKCE and WAA-SwD	WKCE and WAA-SwD

Graduation Rate: WISEdata YE Completion for 2016-17, ISES for all prior years.

4. On-Track and Postsecondary Readiness: Achievement: see Student Achievement table above; Graduation and Attendance: lagged data due to availability

	Graduation	Attendance
2016-17	WISEdata Year End Completion Snapshot	2016-17 WISEdata Attendance and Discipline Snapshot
Public		2016-17 WISEdata

### STUDENT ENGAGEMENT INDICATORS

Both absenteeism and dropout data are lagged by one year. *Public schools:* 2016-17 data are from the WISEdata Attendance and Discipline Snapshot and Year-End Completion Snapshot. Data from 2015-16 and prior come from the ISES Year-End Collection. *Private schools:* 2015-16 and 2016-17 data are from the WISEdata Attendance and Discipline snapshot for each year.

# REPORT CARD GUIDE 2017-18

## DATA USED

### UNDERSTANDING THE DATA USED

**Data Sources:** The data used in the [Accountability Report Cards](#) come from a variety of sources and across multiple years. The most recent administrative data are reported through WISEdata, while older data are from ISES. In future years, all student data will come from [WISEdata](#). Therefore, understanding the importance of each WISEdata snapshot is key to having accurate report cards. This guide is meant to help administrators understand where the data on the report cards come from and how the data collected in WISEdata snapshots are incorporated in the report cards. Please note that data from prior years that are reported on the current report cards incorporate past manual corrections that may have been completed during inquiry periods.

**Full Academic Year (FAY) students:** Index scores and score components based on assessment results are calculated using full academic year students, which include all students in tested grades. FAY status is not used in the attendance, absenteeism, dropout, and graduations calculations; these measures apply to all students.

**Groups:** A number of tables in the Report Card Detail display performance data disaggregated by groups to enable comparisons relating to longstanding concerns about educational equity among subgroups of students. These tables highlight students with disabilities, English learners, economically disadvantaged students, and students grouped by their racial/ethnic origins. Performance by group is a direct factor in the Closing Gaps Priority Area score. Group data are presented as supplemental information throughout the Report Card Detail to maintain a focus on student groups and to enrich discussions about equitable school performance.

**Minimum group size:** The minimum group size for accountability measurements—the smallest number of students in a group for which a report card can show data—is 20. This ensures that as many students as possible are included in performance results while still protecting the privacy of students falling into very small groups in which they may be identifiable. The Closing Gaps Priority Area, relating to closing achievement gaps between groups of students, is especially affected by group size requirements. A “supergroup” is applied to this Priority Area to enable many of the students belonging to groups of fewer than 20 to still be counted. Supergroups are explained in the Closing Gaps section of this document.

**School Years:** The Accountability Report Cards report on the most prior school year’s performance. The 2017-18 report cards, issued in Fall 2018, report on the 2017-18 school year as the “current year.” Throughout the report card, multiple years of data are used. As such, prior year 1 would be 2016-17 and prior year 2 would be 2015-16. Due to data availability – attendance, absenteeism, graduation and dropout data – are lagging indicators, which means these data are a year behind. As such, those “current year” rates come from the 2016-17 school year.

### Defining FAY

It is important to clearly define which students are considered FAY (full academic year) because only FAY students are included in assessment-based calculations, and these calculations make up the majority of report card scores. FAY determination depends on whether a student tested:

1. For students who test, FAY is continuous enrollment from TFS to the testing date.
2. For students who do not test, FAY is continuous enrollment from TFS to the last day of the testing window.

If a student transfers after the date they took the test but before the end of the testing window, s/he would be FAY at the school where they tested.

# REPORT CARD GUIDE 2017-18

## NAVIGATION

Report Cards Home

[Click here for School and District Report Cards](#)

**What are the School and District Report Cards?**  
As part of the state accountability system, the Department of Public Instruction (DPI) produces report cards for every publicly funded school and district in Wisconsin. These Accountability Report Cards include data on multiple indicators for multiple years across four Priority Areas (Student Achievement, Growth, Closing Gaps, and On-track and Post-secondary Success). In addition, given the impact on student success, the Accountability Report Cards also measure chronic absenteeism and dropout rates. A school or district's Overall Accountability Score places the school/district into one of five Overall Accountability Ratings:

Rating	Score	Stars
Significantly Exceeds Expectations	83-100	★★★★
Exceeds Expectations	73-82.9	★★★★
Meets Expectations	63-72.9	★★★
Meets Few Expectations	53-62.9	★★
Fails to Meet Expectation	0-52.9	*

For more detailed information about the creation and scoring for the report cards, see the [Accountability Resources page](#).

**What resources are available that explain the School Report Card?**  
In order to assist with building understanding and communicating about the School Report Cards, DPI has a number of resources available. Please see the [Accountability Resources page](#), which is organized by year of accountability, for prior resources. Further details on Wisconsin's accountability system is available on the [accountability web page](#).

**Who can I contact with other report card questions?**  
DPI is committed to ongoing review of the school and district accountability system and your input is welcome ([oeamail@dpi.wi.gov](mailto:oeamail@dpi.wi.gov)). Questions and comments about the accountability report cards may be sent to [reportcardhelp@dpi.wi.gov](mailto:reportcardhelp@dpi.wi.gov).

### FINDING THE REPORT CARDS

Users can access public versions of the report cards online anytime. Navigate to the [Report Cards Home](#) where you'll find a quick explanation of the report cards; links to myriad resources explaining the report cards; and contact information for accountability experts who can assist with further questions.

Clicking through the green button on the Report Cards Home page takes you to the state's [report card application](#). The app page shown below is a database containing all the school and district report cards published over time. The app page also contains a data download file for each accountability year.

### SELECTING A REPORT CARD

Users should first select a school year (default is the most recent year of accountability), and then select Public or Private (default is Public). Report cards for public schools are organized by school district name. For private schools, they are organized by city.

Accountability Report Cards

Office of Educational Accountability Home [Report Card Resources](#)

School Year: 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17

Public/Private School: Public Schools | Private Schools

District: Select a district...

School (Optional): [All Schools]

Select a School Year, Public or Private, and a District/Private School above to view available report cards.

**Need to know more about the report cards?**  
The report cards are at the core of Wisconsin's accountability system. Please visit: <http://dpi.wi.gov/accountability> and <http://dpi.wi.gov/accountability/historical> for details on the accountability system.

**Need resources that explain the report cards?**  
A number of interpretive and technical resources are available that help explain the report cards to parents, educators and the public. Please visit our [resource page](#) or [report card page](#).

**Need downloadable report card data?**  
The below files include data from every school or district's Report Card.

2016-17  
[District Report Card Data Download File](#) [School Report Card Data Download File](#)

2015-16  
[District Report Card Data Download File](#) [School Report Card Data Download File](#)

2014-15  
No report cards were produced in 2014-15. For details see <http://dpi.wi.gov/accountability/historical>.

2013-14  
[District Report Card Data Download File](#) [School Report Card Data Download File](#)

2012-13  
[District Report Card Data Download File](#) [School Report Card Data Download File](#)

2011-12  
[School Report Card Data Download File](#)

### REPORT CARD TIP

Bookmark either page for quick access.

Report Cards Home:  
<https://dpi.wi.gov/accountability/report-cards>

Report Card Application:  
<https://apps2.dpi.wi.gov/reportcards/>

### EDUCATOR NOTE

DPI produces a secure version of the report card to facilitate data-informed improvement planning. Educators with authorized access can find the secure versions in [SAFE](#).

The secure versions of the report card contain data that has been redacted in the public versions available online. Because secure report cards contain unredacted student data, they may contain personally identifiable information and must never be shared with anyone other than authorized district staff. This rule applies to school boards as they are public officials and hold public meetings.

# REPORT CARD GUIDE 2017-18

## NAVIGATION

### TWO VERSIONS

There are two PDF versions available to download from the [report card app](#):

- **Detailed** School Report Card Detail(10 pages)
- **Summary** School Report Card (1 pager, double-sided)

The short version is simply the front page of the report card, which provides a summary of performance. The summary version of the report card is often considered more digestible for parents and the public.

The detailed version contains more data on the performance in each priority area as well as a variety of supplemental data showing performance over time, and subgroup performance. The detailed version of the report card is intended for an audience that seeks a detailed understanding of the accountability index; a more fine grain look at a school or district's performance; or for educators looking to use accountability data in their improvement planning.

The Report Card Detail provides supplementary student data that are in addition to the data used to calculate the accountability score. That is, the supplementary data are not factored into the report card calculations or ratings. Supplementary data can inform conversations about specific aspects of school performance, especially related to subgroup performance and analyses of achievement gaps, and are provided to enrich educators' improvement planning efforts.

### ACCOUNTABILITY CYCLES

Accountability Report Cards are released the Fall following the last school year, and report on the school's performance in that prior school year. For example, in November 2018, the report cards released will report on the 2017-18 school year.

### AVAILABILITY OF ACCOUNTABILITY DATA

While the accountability cycle is annual, the report cards include data from multiple years (a standard practice that increases validity and reliability). Some of the data in the report cards are lagged, such as Graduation Rates, which means the most recent school year data are not yet available. For example, in the 2017-18 report cards, the most recent graduation data are from the 2016-17 school year.



### REPORT CARD TIP



The report card app features a helpful download tool. Once you select the district of interest, you can download all the current year reports for that district, which will download all the schools within the district as well as the district reports with one click.

Similarly, if you'd like to see all report cards over the years for a school, you can select that option and all the applicable reports will download with one click.